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EAGLE  
ACADEMY

2007-08 ANNUAL EDUCATION REPORT



THE LEONA GROUP, L.L.C. • *A new kind of public school*® • Sponsored by The Ohio Council of Community Schools

# Eagle Academy

## 2007-08 Annual Education Report

### 2008 school information

#### Contact information

2014 Consaul St.  
Toledo, OH 43605  
419.691.4876  
www.leonagroup.com/eagle

#### Year opened

2001

#### Grades

K-7

#### School leadership

Mitchel Bean, *school leader*  
Shannon Kane, *curriculum coach*

#### Board of directors

Loren Brown, *president*  
Jason Flynn, *vice president/secretary*  
James Pilewski, *treasurer*  
Shawnanna Smith

#### Chartered by

Ohio Council of Community Schools  
As the state of Ohio mandates proficiency and skills testing of students, the Ohio Council of Community Schools utilizes supplemental benchmarks to track improvement in student and school success. Additional benchmarks may include measuring and monitoring of parental involvement; teacher and student retention rates; suspension and expulsion rates; student attendance; and skills-based and/or other achievement assessment scores.

Managed by The Leona Group, L.L.C.

#### Mission

The mission of Eagle Academy is to provide an atmosphere where students will develop a thirst for learning, creative expression and awareness of new horizons. As a family of learners, students and staff exhibit a willingness to exercise leadership in their educational and social interactions. Staff, students and their families are committed to facing the challenges of the new century, believing there is no problem too complex nor goal too lofty that can not be mastered.

At Eagle Academy, our focus is on every child's individual needs and that every child receives the personalized attention needed to learn and grow. Learning is fun in our quality core academic program that includes real-life applications in learning in a multicultural learning environment. Our students love the nurturing, one-on-one attention – and our families love the results! The 2007-08 school year was the school's seventh year in operation - a year marked by continued academic, social and behavioral growth and success. Highlights include:

- Eagle Academy has met Adequate Yearly Progress! The school also increased its state Performance Index Score 6.2 points and moved into the state designation of "Continuous Improvement."
- The school received the State Board of Education Certificate of Commendation for improvement of 10 points or greater on the state local report card over the past two years.
- The purchase of Smart Board technology, \$30,000 in new library books and new software to track library inventory were part of a one-year federal library grant awarded to the school.
- A three-year federal Mentoring Grant was awarded in support of enrichment programs with the goal of improving school behavior, attendance and performance.
- Study Island Math, a web-based tutorial program, was implemented for students grades 3-7.
- Family involvement remained strong as parents and guardians participated in all levels of school operations and enjoyed activities such as Parent's Night Out, fundraising meetings, school improvement planning, holiday programs and many volunteer opportunities.

### Enrollment process

- Eagle Academy is a free, public community school and adheres to all requirements outlined by its charter sponsor and federal and state law regarding enrollments.
- Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings.
- The school holds an advertised open enrollment period in the spring, and also accepts applications for enrollment throughout the school year, during which any resident of Lucas and its contiguous counties may apply.
- In the event that any grade is over-subscribed, a public lottery is held to determine enrollment and a waiting list.
- The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.
- The academy identifies, locates and evaluates all children in the school who may have disabilities. For more information regarding assistance for students with disabilities or if you suspect your child may have a disability, please contact the school leader.

### School safety

The safety of students, families, staff and visitors at Eagle Academy is paramount. The school has instituted a comprehensive and proactive school safety and emergency management program that was thoroughly communicated to staff, students and parents/guardians. This program includes, but is not limited to:



Grade 1 students Markeida Stringdyer and Thomas Stanton complete an assignment with Ms. Elizabeth Jackson, teacher.



World geography is fun for grade 5 students Alexandria Ridely and Byron Warvel, who study the globe with teacher Ms. Melissa Miller.



Students Alexandria Davis and Alexandria Ridely are grade 5 friends.



Jakazia Garroway completes work on the computer with the guidance of grade 5 teacher, Ms. Melissa Miller.

- Student code of conduct
- Emergency action plan
- School behavior policies and procedures
- School safety policies and procedures

All of these were uniformly enforced. The school adhered to all state and federal laws with regards to safety and safety drills. Video security cameras were installed in four locations throughout the school. AED training was provided for several staff members. Safety Patrol was led by students in grades 6 and 7.

## Professional development

- One-hundred percent (100%) of core academic subject elementary and secondary school classes were taught by properly licensed and certified teachers; 100% of core academic elementary and secondary school classes were taught by highly qualified teachers.
- One-hundred percent (100%) of Eagle teachers are highly qualified, which is defined by No Child Left Behind Act as being certified and teaching in their area of college study or successful completion of a state test.
- One-hundred percent (100%) of Eagle Academy teachers hold at least a bachelor's degree; 25% hold at least a master's degree.
- One-hundred percent (100%) of classroom assistants are highly qualified according to Ohio and federal standards.
- Staff participated in strategically planned professional development opportunities throughout the school year in all academic areas.
- The school's management company, The Leona Group, offered extensive professional development to curriculum coaches, school leaders and faculty through its company-wide Quality Schools Initiative. Topics included: Using Data for School Improvement, Deb Wahlstrom; unpacking the standards; special education law; training on the new school improvement initiatives from the state template; Response to Intervention (RTI), brain-based best practices for comprehension, writing workshops; Positive Behavior Support (PBS); formative and summative assessment; Universal Design for Learning (UDL); rigor and relevance; improving the relationship gap between staff and students; technology; keeping schools safe; professional learning communities and perception surveys.
- Also as part of the Quality Schools Initiative, extensive school and teacher observations were conducted to assess the school's individual professional development needs.
- Additional professional development initiatives included:
  - Tribes; positive behavior support training
  - The Effective Teacher video series, Harry Wong
  - The First Days of School, Harry Wong
  - Ohio Conference on Gifted Children

## A quality education

Each child at the academy received personalized attention and the staff effectively adapted the curriculum to meet the needs of a variety of individual learning styles and intellectual strengths. Eagle Academy provides a well-rounded education with a focus on the early development of strong reading, writing and math skills.

The academy's curriculum, which is made available to all students and can be reviewed at the school, is aligned with the Ohio Academic Content Standards, with practices, textbooks and teaching materials selected to correspond to the standards and provide continuity from grade to grade.

The curriculum provides a solid foundation for expanded learning opportunities, enabling students to achieve academic success. By focusing its academic approach on "Real World Connection-Real World Opportunity" and embedding this focus within lesson plans, Eagle Academy facilitated learning on a whole new level making learning meaningful and exciting for children.

The Eagle Academy community uses Tribes, a nationally recognized program that fosters mutual respect and caring. Tribes is a democratic group process that promotes growth and learning. The process is based on building community through three

stages of group development using four agreements (attentive listening, appreciation of others, the right to pass, mutual respect) among the students and adults in the school community. The mission of Tribes is to assure the healthy development of every child so that each has the knowledge, skills and resiliency to be successful in a rapidly changing world.

The school has a curriculum coach who worked closely with teachers and administrators to plan, pace and assess curriculum to ensure its quality and alignment with state standards. The school also assessed its curriculum through state and standardized tests. Additional methods of ensuring compliance with outlined curriculum standards included lesson plan monitoring, classroom observation and submission of classroom goals to the coach.

The academy completed the adoption of the Harcourt Trophies ELA series up through grade 6. After grades K-3 adopted the program during the 06-07 school year, the school saw a significant rise in DIBELS test scores. By year end, Scantron reading and language arts scores had shown significant improvement and the school had met Adequate Yearly Progress in Reading for grades 3-7.

Math tutoring groups resulted in more focused math instruction. Students received additional math instruction in small groups, with a focus on preparation for the OAT. By year-end, Scantron math scores had risen significantly and the school had met Adequate Yearly Progress in math for grades 3-7.

To be competitive, students must have essential skills in computers and technology. Therefore, technology was an integral part of the learning experience at Eagle Academy. The academy utilized its fully equipped, state-of-the-art computer and technology lab, where students had the opportunity to learn basic through intermediate skills in keyboarding and computer applications that provided a solid foundation for additional computer-based learning.

## School progress

The school is evaluated by its sponsor on progress toward achieving state and federal academic achievement goals as measured by the Ohio Achievement and Graduation tests as well as Scantron Performance Series evaluative tools. The academy also complies with the Ohio Revised Code regarding expected gains, progress for students enrolled at the academy.

Value-added measure:

Reading: The academy demonstrated above-expected growth in reading at grades 6 and 7, met expected growth in grade 4 was below expected growth in grades 5.

Math: The school met expected growth in math at grades 5, 6 and 7 and demonstrated below expected growth in grade 4.

The school's overall composite rating for the 2007-08 school year is "met expected growth", indicating that one year of progress had been achieved.

## Extracurricular activities

A well-rounded learning experience was provided to students at Eagle Academy again this year. In addition to the academically challenging and balanced curriculum, the academy offered extracurricular activities and field trips including basketball, cheerleading and scrapbooking club.

## By the numbers

Average daily student enrollment ..... 150

### Grade-level counts, completion and retention:

Kindergarten .....	22 (20 completed, 2 retained)
Grade 1 .....	28 (26 completed, 2 retained)
Grade 2 .....	26 (23 completed, 3 retained)
Grade 3 .....	12 (12 completed, 0 retained)
Grade 4 .....	14 (14 completed, 0 retained)
Grade 5 .....	19 (18 completed, 1 retained)
Grade 6 .....	12 (12 completed, 0 retained)
Grade 7 .....	14 (12 completed, 2 retained)

Returning students ..... 53%

Waiting list ..... None

### Student demographics

White, non-Hispanic .....	47.4%
Black, non-Hispanic .....	31.8%
Hispanic .....	10.9%
Multi-Racial .....	9.3%

Free & reduced lunch ..... 91.5%

### Student residency, as of October funded count

Toledo Public Schools .....	145
Oregon City Schools .....	2

### Students with disabilities

13.7% of student population, served within an inclusive learning environment

Attendance rate ..... 91.23%

Suspensions ..... 38

Total days of suspensions ..... 72

Student-teacher ratio..... 17:1

School administrators..... 1

### Teaching staff

9, with 100% highly qualified, which is defined by No Child Left Behind Act as being certified and teaching in their area of college study or successful completion of a state test. 100% hold at least a bachelor's degree; 25% hold at least a master's degree.

### Classroom assistants

4, with 100% highly qualified, which is defined by No Child Left Behind Act as having at least two years of higher education or successful completion of a state test.

### Support staff

4, including office staff, special education coordinator and additional services contracted as needed.

Parents can request information on the professional qualifications and licensing of their children's teachers from the school office.

Parent-teacher conference attendance ..... 83%

## Parent involvement

Eagle Academy parents are a significant part of the learning community and educational experience. The academy board adopted and approved a Parental Involvement Plan in 2005 and encourages participation at many levels. The academy communicates openly with parents, maintaining an open-door policy and sending weekly communications home with students. Some of the activities included:

- Monthly Parent's Night Out meetings
- Parent Teacher Organization (PTO)
- Holiday Shop
- Coaching basketball/cheerleading
- Field trips
- Spaghetti dinner
- School Improvement Team
- Harvest Feast

## Parent survey results

**Respondents:** 86, which represents 84% of the student body

<b>Overall, I rate this academy as a good school</b> .....	99%
<b>My child is getting a good education at this academy</b> .....	99%
<b>My child is safe and secure at this academy</b> .....	99%

## Parent comments

"I like the way they teach my child. When she comes home she is always happy about a lot of different things. We are very happy about this school."

"My children enjoy everyone and everything at Eagle. The teachers show that they care by working one on one with my children in the classroom and even after school. "

"Eagle is like a big family, we love the teachers and the leader of the school, they help the kids with anything they need."

"My girls did not want to go to school when attending regular public schools, now they love school. I can talk to the staff not only about my children but if I had a personal or family problem they would lend an ear and give good advice and go above and beyond to help us."

## Community involvement

Quality partnerships with local businesses and community organizations connect the academy with the Toledo community and broaden experiences for students. The community played an integral role in providing resources for continued improvement. The academy utilized positive "word of mouth" exposure to encourage and strengthen volunteerism. Volunteers were encouraged to attend school events and activities, including monthly PTO meetings.

The academy had the opportunity to establish exciting partnerships with various organizations throughout Toledo such as:

- Birmingham Development Commission
- Adelante Latino Resource Center
- Hispanic Economic Development Council
- Victims Forum
- The Gathering Place
- Penta County Vocational School
- YWCA
- Birmingham Ethnic Festival Committee

## Financial report

A statement of revenues and expenses for July 1, 2007 through June 30, 2008 is listed below. Additional financial information is available from the academy. The independent auditor's report is being conducted at this time.

### Revenues

School foundation .....	\$1,038,568
Food services .....	80,859
Grants-federal.....	296,351
Grants-state.....	5,000
Other.....	8,725
<b>Total revenues</b> .....	<b>\$1,429,503</b>

### Expenses

Salaries and fringe benefits .....	\$707,888
Purchased services .....	602,701
Materials and supplies .....	72,747
Other.....	37,672
<b>Total expenses</b> .....	<b>\$1,421,008</b>

### Retained earnings

**at beginning of year** ..... (\$41,119)

### Balance as of

**June 30, 2008.....** (\$32,624)

## School report card

### Adequate Yearly Progress:

Made AYP.

### 2006-07 school improvement status:

Improvement Year 4 (Delay)

### Designation:

Continuous Improvement

# Ohio Achievement Test

## Frequently asked questions

**Q: What is the purpose of the Ohio Achievement Test?**

**A:** The test measures student performances against state standards in reading, writing, mathematics, science and social studies.

**Q: Who takes the test?**

**A:** Students in grades 3-8 take the Ohio Achievement Test. All are tested in reading and math. Grades 4 and 7 are tested in writing, grades 5 and 8 are tested in science and social studies.

**Q: Is the same test administered every year?**

**A:** As the state's standards change or as content areas are shifted from grade to grade for testing, major changes are made to the test.

**Q: Why is there no data for some of the categories?**

**A:** Results are compiled and reported for groups that contain 10 or more tested students. By doing this, the confidentiality of individual student performance is maintained.

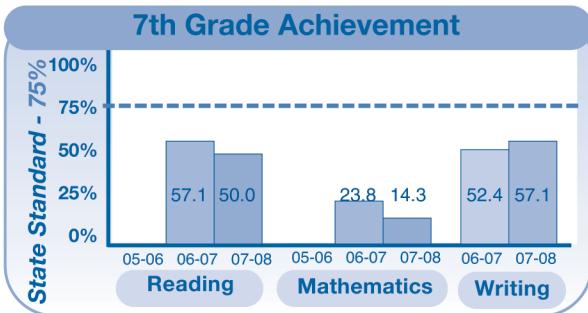
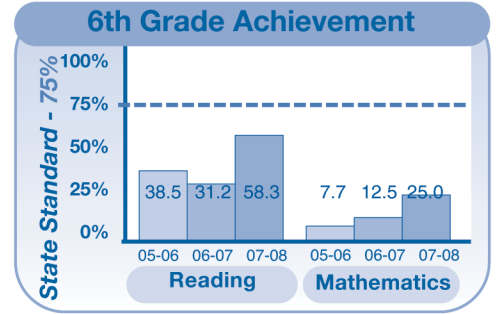
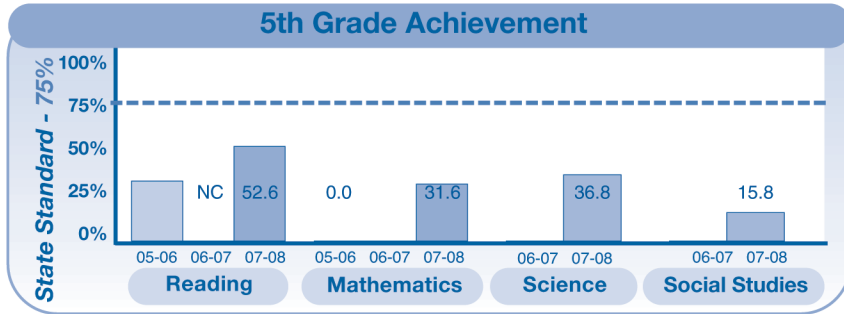
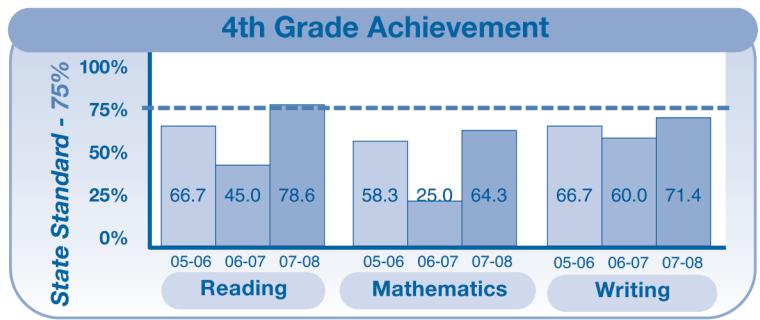
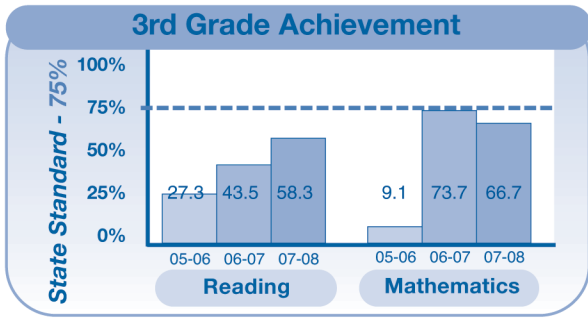
**Q: What were the Ohio state target objectives for AYP for 2007-08?**

**A:** Ohio report cards use multiple measures to determine each school's designation. To meet a test indicator for grades 3-8 and 10, at least 75% of students must score proficient or higher on that test. Other requirements include 85% proficiency on the Ohio Graduation Test, 93% attendance rate and 90% graduation rate.

## Percentage of our students at each performance level

	Black, non-Hispanic	American Indian or Nat. Alaskan	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	31.6	--	NC	NC	16.7	15.2	18.6	33.3	--	NC	23.1	--	14.3	31.0
Writing	NC	--	--	NC	NC	6.3	8.7	NC	--	NC	7.7	--	0.0	15.4
Mathematics	47.4	--	NC	NC	33.3	21.2	32.2	33.3	--	NC	30.8	--	38.1	24.1
Science	NC	--	--	NC	NC	NC	6.7	NC	--	NC	12.5	--	0.0	NC
Social Studies	NC	--	--	NC	NC	NC	13.3	NC	--	NC	18.8	--	20.0	NC
<b>Percentage of Students Scoring Basic</b>														
Reading	0.0	--	NC	NC	16.7	27.3	16.9	33.3	--	NC	20.0	--	23.8	13.8
Writing	NC	--	--	NC	NC	37.5	26.1	NC	--	NC	26.9	--	13.3	46.2
Mathematics	21.1	--	NC	NC	33.3	27.3	28.8	25.0	--	NC	29.2	--	33.3	20.7
Science	NC	--	--	NC	NC	NC	60.0	NC	--	NC	50.0	--	70.0	NC
Social Studies	NC	--	--	NC	NC	NC	73.3	NC	--	NC	68.8	--	70.0	NC
<b>Percentage of Students Scoring Proficient</b>														
Reading	52.6	--	NC	NC	50.0	45.5	54.2	0.0	--	NC	41.5	--	47.6	41.4
Writing	NC	--	--	NC	NC	37.5	56.5	NC	--	NC	53.8	--	73.3	30.8
Mathematics	15.8	--	NC	NC	25.0	39.4	32.2	8.3	--	NC	29.2	--	21.4	37.9
Science	NC	--	--	NC	NC	NC	20.0	NC	--	NC	25.0	--	20.0	NC
Social Studies	NC	--	--	NC	NC	NC	13.3	NC	--	NC	6.3	--	0.0	NC
<b>Percentage of Students Scoring Accelerated</b>														
Reading	10.5	--	NC	NC	16.7	9.1	8.5	25.0	--	NC	12.3	--	11.9	10.3
Writing	NC	--	--	NC	NC	12.5	8.7	NC	--	NC	7.7	--	13.3	0.0
Mathematics	10.5	--	NC	NC	8.3	6.1	6.8	8.3	--	NC	6.2	--	2.4	13.8
Science	NC	--	--	NC	NC	NC	13.3	NC	--	NC	6.3	--	0.0	NC
Social Studies	NC	--	--	NC	NC	NC	0.0	NC	--	NC	6.3	--	10.0	NC
<b>Percentage of Students Scoring Advanced</b>														
Reading	5.3	--	NC	NC	0.0	3.0	1.7	8.3	--	NC	3.1	--	2.4	3.4
Writing	NC	--	--	NC	NC	6.3	0.0	NC	--	NC	3.8	--	0.0	7.7
Mathematics	5.3	--	NC	NC	0.0	6.1	0.0	25.0	--	NC	4.6	--	4.8	3.4
Science	NC	--	--	NC	NC	NC	0.0	NC	--	NC	6.3	--	10.0	NC
Social Studies	NC	--	--	NC	NC	NC	0.0	NC	--	NC	0.0	--	0.0	NC

# Performance of our students over time



# Scantron

The Scantron Performance Series is a Web-based computer-adaptive diagnostic test. It is used to pinpoint proficiency levels instantly, place students in the appropriate programs, report progress and predict performance on high-stakes tests. Data-analysis and disaggregation allows staff to make data-driven decisions and tailor instruction for every child.

Students were tested once in the fall and again in the spring in the areas of reading, math, language arts and science.

The difference in the fall to spring scores indicates whether the student demonstrates a gain or loss in proficiency.

**Significant:**

Student spring test scores showed differences that exceeded the national average and were greater than the standard error of mean scaled score difference in absolute value.

**Insignificant:**

Student spring test scores showed differences that were consistent with the national average and were less than the standard error of mean scaled score difference in absolute value.

**Table 1: Reading**

Grade Level	Total Tested 2007-08	Fall 2007	Spring 2008	Difference
		Mean Score	Mean Score	
Grade 2	18	1931	2187	Significant gain
Grade 3	8	2189	2314	Significant gain
Grade 4	12	2220	2534	Significant gain
Grade 5	12	2582	2692	Significant gain
Grade 6	7	2666	2717	Significant gain
Grade 7	11	2782	2801	Insignificant gain

**Table 2: Mathematics**

Grade Level	Total Tested 2007-08	Fall 2007	Spring 2008	Difference
		Mean Score	Mean Score	
Grade 2	19	1912	2110	Significant gain
Grade 3	9	2087	2286	Significant gain
Grade 4	12	2239	2409	Significant gain
Grade 5	11	2352	2444	Significant gain
Grade 6	7	2443	2498	Significant gain
Grade 7	10	2512	2589	Significant gain

**Table 3: Language Arts**

Grade Level	Total Tested 2007-08	Fall 2007	Spring 2008	Difference
		Mean Score	Mean Score	
Grade 3	10	2155	2247	Significant gain
Grade 4	10	2332	2424	Significant gain
Grade 5	11	2413	2495	Significant gain
Grade 7	NR	NR	NR	NR

**Table 4: Science**

Grade Level	Total Tested 2007-08	Fall 2007	Spring 2008	Difference
		Mean Score	Mean Score	
Grade 3	9	2257	2336	Significant gain
Grade 4	11	2365	2489	Significant gain
Grade 5	11	2490	2532	Significant gain
Grade 6	4	2527	2626	Significant gain
Grade 7	7	2541	2524	Significant loss



Mitchel Bean, *school leader*  
 2014 Consaul St. • Toledo, OH 43605  
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